

CHANGES PENDING

**FAMILY LITERACY
PROGRAM QUALITY STANDARDS**

**Local Program Self Study of
Accomplished and Unmet FLIPQ Standards and Indicators**

Program: _____ Date of Self Study: _____

Staff completing the Self Study (list): _____

Purpose: The Self Study is aligned with the Missouri Family Literacy Indicators of Program Quality (FLIPQs). Program coordinators and their staff are advised to review the most recent local program evaluation and assess current program operations to complete the Self Study.

Directions: Check the box next to the standard that is fully implemented in your program. Scoring is set with the criteria of approximately 80 percent of the standards for each component being met indicates the program has met the standard. Technical assistance is required when approximately 50 percent of the standards and/or indicators in a component are not met. Discuss with your staff and evaluator ways to improve those unmet standards in need of improvement. It is recommended that Coordinators share their findings with the local evaluator, LIFT, other appropriate partners, and technical assistance providers.

General Program Design and Administration

Programs demonstrating high quality:

- ☐ Use content standards and curriculum frameworks that focus on the knowledge and skills adults need to carry out life roles and meet community needs.
- ☐ Use developmentally appropriate standards and curriculum frameworks that focus on the knowledge and skills children need to be successful in school.
- ☐ Enhance children's exposure to and concepts about print and literacy.
- ☐ Attend to educational and developmental needs of each adult through effective curriculum, social services referrals, and the elimination of any barriers to participation.
- ☐ Address barriers to participation in a variety of ways, such as providing flexible hours for the four components (Adult Education, Children's Education, Parenting Education, and Parent Child Interactive Literacy [PCIL]), transportation, convenient location, meals, and counseling/referrals.
- ☐ Use scientifically based curriculum and instructional programs.
- ☐ Provide services year-round.
- ☐ Maintain appropriate staff/student ratios for instruction in each component area.

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (5 or less standards met)

Action Plans to Improve Unmet Standards

Collaboration

Programs demonstrating high quality:

- ☐ Work with collaborating agencies to integrate efforts to ensure the success of common goals and services, and maintain appropriate documentation of this work.
- ☐ Establish an Advisory Board/Committee that is representative of the community and collaborative agencies, and that meets a minimum of twice per year to review program planning and development.

Scoring:

- ☐ Exceeds Expectations (2 standards met)
- ☐ Meets Expectations (1 standard met)
- ☐ Technical Assistance Required (0 standards met)

Action Plans to Improve Unmet Standards

Staff Selection

Programs demonstrating high quality:

- ☐ Assure that the program has procedures in place to recruit and employ staff with appropriate education, licensure, skills, cultural, language, and background or experience.
- ☐ Document that a minimum of 50% of the program instructional staff have an associate’s degree.

Scoring:

- ☐ Exceeds Expectations (2 standards met)
- ☐ Meets Expectations (1 standard met)
- ☐ Technical Assistance Required (0 standards met)

Action Plans to Improve Unmet Standards

Professional Development

Programs demonstrating high quality:

- ☐ Develop and implement an Organizational Training Plan that includes comprehensive family literacy training, individual staff development training, and programmatic staff development.
- ☐ Support participation in staff development by providing paid time and flexible scheduling consistent with the policies of the fiscal agent.
- ☐ Collaborate with agencies to maximize training resources to promote mutual understanding of programs and high quality instruction.
- ☐ Provide supervision, training, guidance, and resources to volunteers.
- ☐ Evaluate staff development in terms of meeting the National Staff Development Standards.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Intake and Orientation

Programs demonstrating high quality:

- ☐ Assess community and school district needs to identify and target families in most need of family literacy services.
- ☐ Discuss program participation requirements and available services individually with prospective participants.
- ☐ Use an established procedure to match family needs with program services.
- ☐ Provide confidentiality procedures for families.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Integration of Components

Program Standards

Programs demonstrating high quality:

- ☐ Identify and continually reinforce common messages to be emphasized across components, for example, the:
 - ☐ value of literacy,
 - ☐ central role of the parent in a child’s development,
 - ☐ use of individual strengths.
- ☐ Involve staff from all program components to plan an integrated curriculum.
- ☐ Ensure all team members meet together regularly for program planning and integration.
- ☐ Meet all four of the following intensity standards per month:
 - ☐ 60 hours adult education;
 - ☐ 80 hours early childhood education;
 - ☐ 20 hours parenting education, including 8 hours literacy based (grounded in SBRR);
 - ☐ 20 hours PCIL Time, including 12 hours literacy based (grounded in SBRR);
- ☐ Make all core components available year round.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Retention

Program Standards

Programs demonstrating high quality:

- ☐ Implement a minimum of 3 strategies to retain families who do not meet program standards for attendance, behavior, achievement, and participation.
- ☐ Provide opportunities for past and present participants to volunteer within the program.
- ☐ Develop a yearly satisfaction survey completed by participants.

Scoring:

- ☐ Exceeds Expectations (3 standards met)
- ☐ Meets Expectations (2 standards met)
- ☐ Technical Assistance Required (1 or less standard met)

Performance Indicators for Retention

- ☐ 60% of families enrolled for 10 or more months participate a minimum of 10 months;
- ☐ 30% of families enrolled for 10 or more months participate a minimum of 7 months;
- ☐ 10% of families enrolled for 10 or more months participate a minimum of 4 months.

Action Plans to Improve Unmet Standards

Transitions from Family Literacy

Program Standards

Programs demonstrating high quality:

- ☐ Engage staff and families together for planning transition support.
- ☐ Prepare for transitions of children by working with school or community programs.
- ☐ Provide opportunities for adults to explore a range of post-family literacy options.
- ☐ Plan comprehensive transition services to continue when service delivery mechanisms or family eligibility change.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Performance Indicator for Transitions

- ☐ 80% of families with children ages birth to 8 years old expected to experience a transition during the program year participate in at least 2 transition activities.

Action Plans to Improve Unmet Standards

Program Evaluation

Program Standards

Programs demonstrating high quality:

- ☐ Develop an evaluation plan compliant with the Missouri standards and indicators.
- ☐ Collect, analyze, and report quantitative and qualitative data to determine the extent to which the program achieves the purposes for which it was funded and accomplishes the program goals associated with the program process, output, outcomes, and PCIL.
- ☐ Use reliable and valid evaluation methods, appropriate to the program goals and objectives, to support continuous local program improvement.
- ☐ Share evaluation findings and recommendations with participating families, staff, community and statewide collaborators, the local school district, and state and federal legislative representatives.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education

Component Definition: Adult Education provides the information and instruction necessary to support the improvement of literacy and learning skills in adult learners. (“Literacy skills” are defined as the adult’s ability to read, and speak in English, and compute and solve problems at levels of proficiency needed to fulfill responsibilities as a parent/family member, citizen/community member, and worker). The adult education component also works in concert with the other family literacy components to support the adult’s transfer of acquired skills and knowledge to home and community.

Program Standards

Programs demonstrating high quality:

- ☐ Teach academic content within a functional context, and promote critical thinking.
- ☐ Conduct and analyze formal and informal student assessment on a regular basis, consistent with state Adult Education and Literacy (AEL) requirements, and based on student needs and goals.
- ☐ Provide a learning environment that is appropriate, comfortable for adults, and adult-centered.
- ☐ Ensure that classroom environments are language-rich with multiple opportunities for literacy experiences, and encourage problem solving, communication, and reasoning.
- ☐ Provide instruction that integrates scientifically based reading research (SBRR) strategies with content relevant to students’ goals (i.e., family, personal, work).
- ☐ Use instructional materials that reflect the context of the adult student’s life, with a priority on the use of authentic resources (i.e., newspapers, forms, workplace items).
- ☐ Offer flexible program format, schedule, location, and entry options to maximize support for adult learners.
- ☐ Ensure that staff is trained to assist adults with learning difficulties and/or documented learning disabilities.
- ☐ Ensure that staff is trained in ways to implement Scientifically Based Reading Research (SBRR) strategies within the classroom.

Action Plans to Improve Unmet Standards

Adult Education (continued)

Scoring:	Action Plans to Improve Unmet Standards
<div><div><div><div><input type="radio"/></div><div>Exceeds Expectations (8 standards met)</div></div><div><div><input type="radio"/></div><div>Meets Expectations (7 standards met)</div></div><div><div><input type="radio"/></div><div>Technical Assistance Required (4 or less standards met)</div></div></div></div>	
<div><div><div>Learning Environment</div><div><div><div><input type="checkbox"/></div><div>Space & Furnishings</div></div><div><div><input type="checkbox"/></div><div>Personal Care Routines</div></div><div><div><input type="checkbox"/></div><div>Language-Reasoning</div></div><div><div><input type="checkbox"/></div><div>Activities</div></div><div><div><input type="checkbox"/></div><div>Interaction</div></div><div><div><input type="checkbox"/></div><div>Program Structure</div></div><div><div><input type="checkbox"/></div><div>Parents and Staff</div></div></div></div></div>	
<div><div><div>Scoring:</div><div><div><div><input type="radio"/></div><div>Exceeds Expectations (7 standards met)</div></div><div><div><input type="radio"/></div><div>Meets Expectations (6 standards met)</div></div><div><div><input type="radio"/></div><div>Technical Assistance Required (4 or less standards met)</div></div></div></div></div>	

Adult Education (continued)

Performance Indicators for Adult Learning (required)

- ☐ Of adults who have completed at least 100 hours of AEL instruction, 50% demonstrate a gain of at least one grade equivalent level on the *Test for Adult Basic Education (TABE)* or *Comprehensive Adult Student Assessment System (CASAS)* (reading or math) based on their entry level assessment scores.
- ☐ The percent of adult learners enrolled in Beginning Literacy who complete that level meet or exceed 23%.
- ☐ The percent of adult learners enrolled in Beginning Basic Education who complete that level meet or exceed 30%.
- ☐ The percent of adult learners enrolled in Low Intermediate Basic Education who complete that level meet or exceed 33%.
- ☐ The percent of adult learners enrolled in High Intermediate Basic Education who complete that level meet or exceed 35%.
- ☐ The percent of adult learners enrolled in Low Adult Secondary Education who complete that level meet or exceed 48%.
- ☐ The percent of adult learners enrolled in High Adult Secondary Education who complete that level meet or exceed 50%.

Scoring:

- ☐ Exceeds Expectations (7 standards met)
- ☐ Meets Expectations (6 standards met)
- ☐ Technical Assistance Required (4 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education (continued)

Performance Indicators for Adult Learning and English as Second Language (ESL)

- ☐ Of adults who complete at least 100 hours of English for Speakers of Other Languages (ESOL) instruction, 50% demonstrate at least a five (5) point gain on the CASAS Reading test based on their entry level assessment score.
- ☐ The percent of adult learners enrolled in Beginning ESOL Literacy who complete this level meet or exceed 18%.
- ☐ The percent of adult learners enrolled in Beginning ESOL who complete this level meet or exceed 20%.
- ☐ The percent of adult learners enrolled in Low Intermediate ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in High Intermediate ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in Low Advanced ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in High Advanced ESOL who complete this level meet or exceed 22%.

Scoring:

- ☐ Exceeds Expectations (7 standards met)
- ☐ Meets Expectations (6 standards met)
- ☐ Technical Assistance Required (4 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education (continued)

Performance Indicators for Adult Work and Education Progress (required)

- ☐ Of the adult learners attending at least 12 hours, who had a primary or secondary goal to enter postsecondary education or vocational training, 30% meet their goal.
- ☐ Of the unemployed adult learners attending at least 12 hours, who had a primary or secondary goal to obtain employment, 40% obtain unsubsidized employment.
- ☐ Of currently employed adult learners attending at least 12 hours, who had a primary or secondary goal of improved or retained employment, 40% retain or advance in employment.
- ☐ 60% of adult learners stay active until their goals are met.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Performance Indicators for GED Completion (required)

- ☐ Of the adult learners at the Low and High Adult Secondary Education levels who complete a minimum of 100 hours and have a high school equivalency as a goal, 50% pass the GED or earn a high school credential.

Action Plans to Improve Unmet Standards

Children's Education

Component Definition: Children's education promotes young children's growth and development, engages parents in their child's educational program by nurturing meaningful involvement, and relating the importance of parents' role in their children's development and achievement. Young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality children's education programs. Ideally, the children's education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Program Standards

Programs demonstrating high quality:

- ☐ Provide program activities that ensure literacy experiences that enhance all domain areas of child development (i.e., social/emotional, fine & gross motor, cognitive, sensory, and language).
- ☐ Maintain a child developmental literacy plan on every enrolled child ages zero through school entry/kindergarten.
- ☐ Provide a physical environment meets or, ideally, exceeds the minimum required standards for certification and licensure.
- ☐ Maintain class sizes and adult-child ratios that meet or exceed those required for certification and licensure.
- ☐ Create and support positive attitudes toward literacy and learning in young children.
- ☐ Provide professional development and support of its teachers that reflects commitment to children.
- ☐ Maintain a classroom environment that is language-rich, with many opportunities for literacy experiences and child-focused learning.
- ☐ Ensure staff is well-qualified, trained in child development, and has appropriate certification that meet state requirements.
- ☐ Utilize appropriate on-going assessment techniques to evaluate learning and adjust instruction.

Action Plans to Improve Unmet Standards

Children’s Education (continued)

<p>Scoring:</p> <p><input type="radio"/> Exceeds Expectations (9 standards met)</p> <p><input type="radio"/> Meets Expectations (7 standards met)</p> <p><input type="radio"/> Technical Assistance Required (5 or less standards met)</p> <p>Learning Environment</p> <p><input type="checkbox"/> Space & Furnishings</p> <p><input type="checkbox"/> Personal Care Routines</p> <p><input type="checkbox"/> Language-Reasoning</p> <p><input type="checkbox"/> Activities</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Program Structure</p> <p><input type="checkbox"/> Parents and Staff</p> <p>Scoring:</p> <p><input type="radio"/> Exceeds Expectations (7 standards met)</p> <p><input type="radio"/> Meets Expectations (6 standards met)</p> <p><input type="radio"/> Technical Assistance Required (4 or less standards met)</p>	Action Plans to Improve Unmet Standards
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Children’s Education (continued)

Performance Indicators for Child Readiness (required)

- ☐ Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development.
- ☐ Percentage of children entering kindergarten who are achieving significant gains on measures of reading readiness.
- ☐ Percentage of school-aged children who are reading on grade level.

Scoring:

- ☐ Exceeds Expectations (3 standards met)
- ☐ Meets Expectations (2 standards met)
- ☐ Technical Assistance Required (1 or less standard met)

Action Plans to Improve Unmet Standards

Children’s Education (continued)

Performance Indicators for Child Attendance (required)

- ❑ Of the 4 to 5 year old/pre-school children enrolled 4 months or longer, 80% attend an average of 80 hours per month or more in early childhood and PCIL activities combined.
- ❑ After 7 months of family participation in family literacy, 80% of children in public school grades K-3 attend school at the same or better rate as the building attendance rate reported in school records.

Performance Indicators for Child Promotion (required)

- ❑ After 7 months of family participation in Even Start, 90% of Even Start children, ages 5 to 8 enrolled in school, are promoted to the next grade level each school year as measured by school records.

Action Plans to Improve Unmet Standards

Parenting Education

Component Definition: Parenting Education provides information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children.

Program Standards

Programs demonstrating high quality:

- ☐ Provide parenting education 20 hours per month, including 8 hours literacy based (grounded in SBRR).
- ☐ Expand parents' knowledge of child development and increase their ability to establish developmentally-appropriate expectations for their children.
- ☐ Expand knowledge of language, literacy, and cognitive development.
- ☐ Recognize individual strengths of parents (such as patience, humor, energy, and responsibility) while learning parenting skills (such as stress management, alternatives to corporal punishment, and positive communication techniques).
- ☐ Expand knowledge and use of school and community resources.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Parenting Education (continued)

Performance Indicators

- ☐ 90% of parents affect their child’s ability to learn as evidenced by informal assessment and self-assessment in 2 or more of the following:
 - ☐ Participate in parenting education monthly.
 - ☐ Provide support and encourage structure for the home learning environment.
 - ☐ Select books, toys, and activities, based on the child’s interests and abilities.
 - ☐ Talk with and read to their children.
 - ☐ Support children’s decision making skills.
 - ☐ Listen to children and encourage the expression of ideas.
 - ☐ Identify their own strengths and those of their children.
 - ☐ Increase awareness of school expectations.
 - ☐ Communicate effectively with school personnel.
 - ☐ Advocate for their children.
 - ☐ Demonstrate preparation and continuous involvement in children’s school activities such as conferences, meetings, home visits, and volunteer opportunities.

Action Plans to Improve Unmet Standards

Parent and Child Interactive Literacy (PCIL)

Component Definition: PCIL Time consists of regularly scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PCIL activities build adult understanding of the critical role parents play in positive adult-child interactions.

Program Standards

Programs demonstrating high quality:

- ☐ Provide at least 20 hours of PCIL interactions per month, including 12 hours literacy based (grounded in SBRR).
- ☐ Provide opportunities for parents to practice new strategies in a supportive environment where teachers model, coach, and encourage learning strategies.
- ☐ Provide parents with materials and techniques to support their children's learning and development.
- ☐ Enhance parents' awareness of how children learn, and specifically how their own child learns best.
- ☐ Ensure that PCIL interactions are child-focused.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Parent and Child Interactive Literacy (continued)

Performance Indicators

- ☐ Families participate in PCIL Time monthly.
- ☐ Interactive literacy activities occur within each PCIL Time (such as story-reading, story-telling and retelling, singing, and finger plays).
- ☐ Programs collect and display students’ work.
- ☐ Staff observe parents applying strategies discussed during parenting sessions.
- ☐ Staff provide a print rich literacy environment.
- ☐ Parents focus on child’s interest during play.
- ☐ Parents listen to and communicate with their child.
- ☐ Parents express reasonable expectations for children’s development.
- ☐ Staff reflect (debrief) with parents following parent-child experiences.

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (4 or less standard met)

Action Plans to Improve Unmet Standards

Home Visits

Component Definition: Home visits are linked to all other program components. The home visit is used as an opportunity for the parent and child to learn and play together with literacy as a primary focus.

Program Standards

Programs demonstrating high quality:

- ☐ Recognize that some families may require a transition period before becoming comfortable with, and committed to, home visits.
- ☐ Utilize alternate locations, such as libraries or other locations that are familiar and comfortable for the family and allow for focused interaction, as home visit sites if the family is initially uncomfortable with the visit occurring in the home.
- ☐ Tailor materials and approaches for the home visit for each family.
- ☐ Ensure that home visitors demonstrate sensitivity to family culture and respect family boundaries.
- ☐ Ensure that home visitors involve collaborators who share the linguistic and cultural backgrounds of families or, ideally, speak the first language of the family.
- ☐ Ensure that home visitors encourage parental participation during home visits by planning activities for the visit with the parent.
- ☐ Ensure that home visitors model interactions and reinforcements and encourage parent's development of developmentally-appropriate expectations of his/her child.
- ☐ Provide staff development for home visitors that includes team debriefing of experiences they have had in the home, and preparation of other staff members who may conduct home visits with families.

Action Plans to Improve Unmet Standards

Home Visits (continued)

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (5 or less standard met)

Program Quality Indicators

- ☐ Families receive at least one home visit a month for every month of program participation.
- ☐ Home visitors receive on-going professional development.

Action Plans to Improve Unmet Standards

FAMILY LITERACY
PROGRAM QUALITY STANDARDS

Local Program Self Study of
Accomplished and Unmet FLIPQ Standards and Indicators

Summary Sheet

<u>Program Quality Standards</u>			
	<u>Exceeds</u>	<u>Meets</u>	<u>TA Req.</u>
General Program Design and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intake and Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions from Family Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Component Quality Standards and Indicators</u>			
	<u>Exceeds</u>	<u>Meets</u>	<u>TA Req.</u>
Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and Child Interactive Literacy (PCIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>